


**TEACHER'S
GUIDE**

SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

SEPTEMBER 2013

A SUPPLEMENT TO SCHOLASTIC SCOPE

**ISSUE
DATE**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
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Why It's Going to Be a Great Year

Our gorgeous new website (have you seen it???) is just one of the many exciting new things we have for you this year! Here are a few of the others:

- **Teacher's Guide makeover:** New easy-to-use lessons (carefully designed to support the demands of the Common Core) with close-reading questions that require students to engage deeply with the text. Plus! An analysis of each article's complexity factors.
- **More differentiation:** Higher- and lower-level versions of the writing prompts in the magazine, plus more differentiation in our activity sheets

Whoo-hoo to the new school
year from Team Scope!



• A cool new grammar approach:

In each issue, we will model a key grammar concept and follow up with a great activity online (see page T-15).

- **New Core Skills Program:** A great way to support your scope and sequence (see page T-15).

I look forward to sharing a wonderful year with you and your students.
Happy teaching!

Kristin Lewis

Executive Editor

 P.S. E-mail me anytime at KELewis@scholastic.com


DON'T MISS THIS!

Take your students on a thrilling journey through 1840s America with our Time Machine video. A fabulous companion to our Tom Sawyer play!



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Coming Soon!

Registration will be required for access to Scope Online. Look for easy instructions in your October Teacher's Guide.

www.scholastic.com/scope

LOOKING FOR THE ANSWER KEY?
TURN TO PAGE T3 OF YOUR PRINTED TEACHER'S GUIDE

Questions about your subscription? Call us! 1-800-SCHOLASTIC (1-800-724-6527)

YOUR SEPTEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Reveals the Secret Hobbies of Your Favorite Celebs”	Students practice the correct usage of <i>then</i> and <i>than</i> while learning about the surprising hobbies of three celebrities.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Malala the Powerful”	In October 2012, the Taliban attempted to assassinate 15-year-old Malala Yousafzai. An outspoken crusader for girls’ right to education, Malala has bravely spoken out against the Taliban in her native Pakistan. This is Malala’s inspiring story of courage and survival.	<ul style="list-style-type: none"> Featured Skill: Identifying central ideas and supporting details Text structures Context clues Inference Figurative language
Drama, pp. 10-15 <i>The Adventures of Tom Sawyer</i>	Our adaptation of Mark Twain’s classic novel is a perfect introduction to this quintessential middle school text, including the major characters, themes, and colloquial language.	<ul style="list-style-type: none"> Featured Skill: Analyzing character Inference Text evidence Author’s craft Setting Dialect
Paired Texts, pp. 16-19 “Are These Chips Too Delicious?” and “A Bloody History”	This month’s paired-text feature is a tasty two-course meal of informational texts. The first gives students an inside look at the secret world of food flavorists. The second is a fascinating story about the spice wars.	<ul style="list-style-type: none"> Featured Skill: Compare and contrast Vocabulary: Shades of meaning Forming and supporting a claim Inference Key ideas Author’s craft
Fiction, pp. 20-27 “The Space Rock” Nonfiction Pairing: “Space Attack”	When a large meteorite crash-lands on a family farm in the struggling town of Rock Creek, how will the family—and the town—react? This thought-provoking story is paired with a nonfiction article on the 2013 fireball that struck Chelyabinsk, Russia.	<ul style="list-style-type: none"> Featured Skill: Connecting fiction and nonfiction Theme Text structures Author’s craft Domain-specific vocabulary Text evidence Compare and contrast Inference Forming a claim
Debate/Essay Kit, pp. 28-29 “Should Kids Be on Reality TV?”	Children and teens appear on a host of reality-TV shows, from <i>The Biggest Loser</i> to <i>The X Factor</i> . Some experts question whether this is a good idea. Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> Supporting an argument Identifying central ideas and supporting details
The Lazy Editor, pp. 30-31 “The Curse of the Hope Diamond”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the legendary Hope Diamond, said to bring doom to all who own it.	<ul style="list-style-type: none"> Conventions of standard English Revision
You Write It, p. 32 “The Perfect Meal”	Students use our eye-catching infographic to write a short paragraph about why the Scope Bistro should add bug dishes to its menu.	<ul style="list-style-type: none"> Central idea and details Understanding visual text Structuring a paragraph
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> Reading comprehension

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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FREE LESSONS AND PRINTABLES @ WWW.SCHOLASTIC.COM/FREEBIECORNER

ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> PW More practice with <i>then</i> and <i>than</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> Video: “Malala Returns to School” Audio: Hear the article read aloud PW Malala’s Central Ideas (two levels) PW Close-Reading & Critical-Thinking Questions PW Video-Discussion Questions PW Vocabulary: Definitions and Practice 	<ul style="list-style-type: none"> IW PW Quiz PW Read, Think, Explain: Nonfiction Elements (two levels) PW Contest Entry Form PW Core Skill: Identifying Tone and Mood Links to additional online resources 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R10, W2, W4, W8, SL1, SL2, SL4, L4, L6 NCTE/IRA: 1, 2, 3, 6, 8, 11, 12
<ul style="list-style-type: none"> Video: “Scope Time Machine: The 1840s” PW Tom Sawyer: Static or Dynamic? PW Close-Reading & Critical-Thinking Questions PW Video-Discussion Questions PW Vocabulary: Definitions and Practice 	<ul style="list-style-type: none"> IW PW Quiz PW Literary Elements and Devices PW Contest Entry Form PW Core Skill: Making Inferences Links to additional online resources 	Common Core ELA Anchor Standards: R1, R3, R4, R5, R7, W1, W4, W8, W9, SL1, SL4, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 9, 11, 12
<ul style="list-style-type: none"> PW Compare and Contrast (two levels) IW Themed Vocabulary: Words for <i>Delicious</i> PW Close-Reading & Critical-Thinking Questions IW PW Quiz 	<ul style="list-style-type: none"> PW Contest Entry Form PW Core Skill: Summarizing PW Core Skill: Finding and Using Text Evidence 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R9, R10, W1, W4, W8, W9, SL1, SL2, L3, L4, L5, L6 NCTE/IRA: 1, 3, 6, 8, 11, 12
<ul style="list-style-type: none"> PW Understanding Theme PW Comparing Two Texts PW Close-Reading & Critical-Thinking Questions IW PW Quiz 	<ul style="list-style-type: none"> PW Literary Elements and Devices PW D-I-Y Vocabulary PW Contest Entry Form PW Core Skill: Central Ideas and Details Links to additional online resources 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R9, R10, W2, W4, W9, SL1, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 9, 11, 12
<ul style="list-style-type: none"> PW Guided Writing: The Argument Essay PW Vocabulary: Definitions and Practice Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> PW Maintaining Consistent Verb Tense PW Avoiding Rambling and Run-on Sentences 	<ul style="list-style-type: none"> PW Apostrophes PW Avoiding Sentence Fragments Links to additional online resources 	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> PW Guide to “You Write It” Activity PW Model Text for “You Write It” Activity 	<ul style="list-style-type: none"> PW Contest Entry Form 	Common Core ELA Anchor Standards: R2, R7, W1, W4, SL2, L1, L2 NCTE/IRA: 1, 3, 4, 5, 6
<ul style="list-style-type: none"> PW Reading-Comprehension Crossword Puzzle 		Common Core ELA Anchor Standards: R1, R2, W2, W4 NCTE/IRA: 1, 2, 3, 4, 5

* To find the Common Core and NCTE/IRA standards listed in the grid, go to Scope Online.

ANSWER KEY

To find this issue’s answer key, including answers to all online materials, see page **T3** of your printed **Teacher’s Guide**.

MALALA THE POWERFUL

This is the inspiring story of Malala Yousafzai, 15, who survived an assassination attempt by the Taliban in Pakistan last fall. Malala continues to bravely crusade for the right of all children to receive an education.

Teaching Objective: to identify central ideas in the article and text evidence that supports them

Featured Skill: identifying central ideas and supporting details

Other Key Skills: text structures, context clues, inference, figurative language



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (4 minutes)

Have students open their magazines to page 5. Invite a volunteer to read aloud the As You Read box. Ask: “What is a crusader?” Can students think of crusaders from mythology or literature? Discuss students’ ideas. They should arrive at a definition such as “a crusader is a person who fights for a cause.”

2 Preview the text features. (1 minute)

Have students examine the photographs and map, and read the headline, subheads, and captions.

Reading and Discussing the Article

3 Read the article aloud. (15 minutes)

Because this is the beginning of the year and the article deals with challenging and unfamiliar topics, read it together as a class, pausing to answer questions as they come up. Then ask students to turn and talk to a partner about what they found interesting or surprising.

4 Answer the close-reading questions. (20 minutes)

Divide students into small groups for a second, close reading of the article. Have them reread the sections indicated and discuss the close-reading questions below. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

- Why do you think the author begins the article with Malala’s shooting? (text structure) *It is an intense, dramatic event that immediately pulls the reader in; it underscores the Taliban’s intolerance and Malala’s bravery—two central ideas of the story.*
- On page 6, what details help you understand the meaning of *oppressive* in the sentence “Those who live in areas under Taliban control are forced to follow oppressive religious rules”? (context clues) *Music, TV, and movies are banned; democracy is not allowed; women and girls cannot have careers, wear bright colors, wear makeup, or go anywhere without a male relative.*

► In the section “School Ban,” what can you infer about Malala’s family from their decision to keep the school open? (inference) *They are courageous, and they value education so much that they will take great risks to provide it.*

► The author calls Malala’s voice a “weapon.” How is it a weapon? (figurative language) *It is the tool Malala uses to fight her oppressors. By speaking out through her blog and in public appearances, she has enlightened and inspired many others to fight for girls’ education.*

► On page 9 you read that protesters, many of them kids, carried signs that said “I Am Malala.” What did these signs mean? (inference) *The protesters were indicating their support for Malala and her fight for girls’ education. They were also making the point that all children are similar to Malala in that all children deserve an education.*

5 Watch a video. (5 minutes)

Now that students know who Malala is, show them a brief video clip of her as she prepares to return to school for the first time after being shot. Ask: In what ways does Malala seem both ordinary and extraordinary? You may also use our **Video-Discussion Questions**, available as a PDF at Scope Online, to help students make connections between the video and the article.

6 Answer the critical-thinking questions. (15 minutes)

Have students return to their groups to answer the following questions, or assign them as homework. Do the first question as a class, to model. *These questions (without answers) are also available online as a PDF to print or project.*

CRITICAL-THINKING QUESTIONS

► Based on the article and the infographic, what can you conclude about access to education in

Complexity Factors

See how these stories will challenge your students.

PURPOSE: has a clear purpose to inform readers about a brave teenager who stood up to the Taliban as well as an implicit purpose to show that education is hard-won for many young people around the world

STRUCTURE: non-linear structure; includes narrative and informational passages

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** many higher academic vocabulary words, such as *unwittingly*, *oppressive*, and *pseudonym*

► **Figurative Language:** personification (“fear was her constant companion”) and metaphor (Malala’s voice is likened to a weapon)

KNOWLEDGE DEMANDS: Comprehension will be aided by knowledge of current world events and geography. The major topics (free speech, the Taliban, terrorism, girls’ education worldwide, fighting oppression) will be unfamiliar to many students.

LEXILE: 880 (Note: Occasionally, articles with sophisticated themes and high qualitative complexity may have lower Lexile scores. We believe this text will be challenging to on-level middle-school readers.)

the United States versus some other parts of the world? Does this change your view of your own education? *You can conclude that although school-age children in the U. S. have access to education, millions of children worldwide do not, especially girls. Students might respond that this knowledge increases their appreciation for their own education.*

► **What were the Taliban’s two goals in attacking Malala? How have their actions toward these goals backfired?** *Their goals were to kill Malala and warn others to “not to follow her example” (pp. 8-9). But not only did Malala survive, she has also become a “powerful symbol” of the struggle for education (p. 9). Her story has inspired millions to support her cause.*



Find all activity sheets and other support materials at www.scholastic.com/scope.

► **What role has technology played in Malala's crusade?** *Through her blog, Malala was able to reach millions of people around the world. Without the blog, it would have been much harder for her to share her descriptions of life under the Taliban with so many people. News coverage has also helped Malala share her experiences.*

Featured-Skill Activity

7 Explore the central ideas and supporting details. (15 minutes)

Distribute our activity sheet **Malala's Central Ideas**, which guides students to identify three central ideas in the article and find supporting evidence for them. This activity sheet is offered on two levels, one with more scaffolding and one with less. It will prepare students to respond to the writing prompt on page 9.

Differentiated Performance Tasks

8 You will find a writing prompt on page 9. Here are alternate tasks for lower- and higher-level students:

Lower-level: Write one paragraph explaining the ways in which Malala Yousafzai is a crusader. Start by defining “crusader,” and then provide examples from the text that show how Malala fits the definition you wrote.

Higher-level: Compare and contrast Malala with another crusader from something else you have read. He or she can be a real person or a fictional character. (For ideas, see our Literature Connection, above right.) What makes each of them crusaders? How are they similar and different? What impact did they have? Write three to five paragraphs answering these questions. Use text evidence to support your ideas.

ESSENTIAL QUESTIONS

- How can one person affect society?
- Why do people risk their lives for a cause?
- How does extremism affect people?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts about crusaders include:

- *To Kill a Mockingbird* by Harper Lee
- *Uprising: Three Young Women Caught in the Fire That Changed America* by Margaret Peterson Haddix
- *Kids on Strike* by Susan Campbell Bartoletti

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

VIDEO: Malala touring her new school in England*

AUDIO: Listen to “Malala the Powerful” read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Malala's Central Ideas (two levels available)*
- Close-Reading and Critical-Thinking Questions*
- Video-Discussion Questions*
- Vocabulary
- Quiz (modeled on state and PARCC assessments)
- Read, Think, Explain: Identifying Nonfiction Elements (two levels available)
- Core Skill Activity: Tone and Mood
- Contest Entry Form

*Supports the lesson plan.

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THE ADVENTURES OF TOM SAWYER

In this delightful adaptation of Mark Twain's classic novel, Tom cons his friends, witnesses a murder, crashes his own funeral, gets lost in a cave . . . and learns to listen to his conscience.

Teaching Objectives: to understand the concept of dynamic vs. static characters in literature and to evaluate whether the character of Tom Sawyer changes

Featured Skill: analyzing character

Other Key Skills: inference, author's craft, setting, dialect, text evidence



Step-by-Step Lesson Plan

Preparing to Read

1 Watch and discuss a video. (10 minutes)
To introduce the setting of the play and to help students put it into historical context, show our video “Scope Time Machine: The 1840s.” Then project the **Video-Discussion Questions** from Scope Online and have students answer them as a class.

2 Set a purpose for reading. (4 minutes)
Direct students to open their magazines to the play and have a volunteer read the “As You Read” box on page 10. Ask students to define static and dynamic characters. Make sure they understand that a dynamic character undergoes a significant internal change during the course of a story, and a static character does not. Choose a familiar novel or story and ask students to identify its dynamic and static characters. Make sure students explain their answers.

3 Introduce dialect. (1 minute)
Let students know that the play, like the novel from which it's adapted, includes dialect—a form of a

language spoken in a particular area or by a particular group of people that includes some of its own words, grammar, and pronunciations.

Performing and Discussing the Play

4 Assign parts and read the play aloud as a class. (25 minutes)

Tricky vocabulary words appear in bold. When students come to one of these words, pause and make sure students know its meaning. For reference, distribute or project **Vocabulary: Words and Definitions** from Scope Online.

5 Discuss the play. (20 minutes)
As a class, discuss the **Close-Reading Questions** on the next page, which require students to go back to the text. Then divide students into groups to respond to the **Critical-Thinking Questions**, also on the next page. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

► **What does Scene 1 reveal about Tom's character? Explain.** (inference) *Tom's truancy and Aunt Polly's line "And don't you try any of your tricks, neither!" imply that Tom is mischievous; the way Tom tricks his friends into doing his work implies that he is both clever and irresponsible.*

► **In Scene 4, Aunt Polly says to Tom, "Oh, child, you never think—of anything besides your own selfishness." Why does she say this? What are other examples of Tom acting selfishly?** (character) *She says this in response to Tom allowing her to think he was dead. Tom also acts selfishly when he cons his friends into doing his work and when he swears not to tell anyone the truth about the murder.*

► **Why does Tom break his vow to keep quiet about the murder? What hints does the author give you that Tom feels conflicted?** (inference/text structure) *Tom testifies because his conscience tells him to. He likes Muff and doesn't want him to be punished for a crime he didn't commit. The questions Tom asks Huck at the beginning of Scene 5 suggest that Tom is second-guessing his vow—he may be hoping Huck will encourage him to do what he, Tom, knows is right.*

► **At the end of Scene 5, N1 says that Joe infests Tom's dreams. By using the word *infests*, what does the author tell you about the quality of Tom's dreams about Joe?** (author's craft) *Infest means "be present in large numbers so as to cause damage." It connotes pests overrunning something. The author is indicating that Tom's dreams are troublesome or frightening.*

► **In Scene 7, Becky asks Tom to promise that "when the time comes," he will stay and hold her hand." What "time" is she talking about?** (inference) *She means when she dies.*

► **In Scene 8, Becky tells Tom he has gone "as white as a sheet." What literary device is being used? What does this line reveal about Tom's**

Complexity Factors

See how these stories will challenge your students.

LEVELS OF MEANING: Tom Sawyer's motives are not explicitly stated; students must infer how Tom's internal conflict influences his behavior.

STRUCTURE: The story is chronological; annotations include additional information to provide context and help better understand events in the story. Includes stage directions and narration.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** higher academic vocabulary (e.g., *loom*, *muddle*, *exuberant*)

► **Familiarity:** contains dialect (e.g., "Afeard! 'Taint likely," "I reckon there ain't")

KNOWLEDGE DEMANDS: It is helpful to have some knowledge about coming-of-age stories, Mark Twain, and the culture of 1840s America.

character? (figurative language/inference) *"As white as a sheet" is a simile comparing Tom's paleness to a white sheet. Tom pales because he realizes Joe's fate. Tom's reaction suggests that he is compassionate.*

CRITICAL-THINKING QUESTIONS

► **What aspects of life in the 1840s that were presented in the video are reflected in the play?** *People were superstitious, kids spent a lot of time outdoors and relied on their imaginations for entertainment, and there was widespread discrimination against Native Americans.*

► **What are some examples of dialect in the play? Why do you think the author included dialect? What does it add to the play?** *Examples include: "I reckon there ain't one boy in a thousand who could do it right" (p. 11), "I got to feelin' sorry for him" (p. 12), and "Afeard! 'Taint likely," (p. 12). The dialect makes the play more authentic and gives the reader a deep sense of the setting.*

► **Tom and Huck decide not to speak up about what they witnessed in the graveyard because**

they fear retaliation. Do you think Tom did the right thing by changing his mind and testifying? Under what circumstances is doing the right thing worth risking personal safety? Explain. *Answers will vary.*

Featured-Skill Activity

6 Decide whether Tom is static or dynamic. (15 minutes)

Before distributing the activity sheet **Tom Sawyer: Static or Dynamic?** take a quick survey to see how many students think Tom is static and how many think he is dynamic. Then give students the activity sheet to complete in class or as homework. When students have finished, survey them again—has anyone changed their mind about whether Tom is static or dynamic? Call on several students to share their claims about Tom and summarize the support they found for their claim.

Differentiated Performance Tasks

7 You will find a writing prompt on page 15. Here are alternate tasks for lower- and higher-level students:

Lower-level: A dynamic character undergoes a significant internal change over the course of a story, while a static character does not. Is Tom Sawyer a static or dynamic character? Write a paragraph answering this question, using text evidence to support your claim.

Higher-level: Write two to three paragraphs in which you make and support a claim about whether Tom Sawyer is static or dynamic, and also answer the question “What causes people to change?” Answer this question in two to three paragraphs. Use evidence from *The Adventures of Tom Sawyer* and at least one other text to support your claim.

ESSENTIAL QUESTIONS

- What does it mean to grow up?
- What causes people to change?
- What makes people listen or not listen to their conscience?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other stories that deal with growing up include:

- *Little Women* by Louisa May Alcott
- “Eleven” by Sandra Cisneros
- *J.M. Barrie: The Magic Behind Peter Pan* by Susan Bivin Aller

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

VIDEO: “Scope Time Machine: The 1840s”*

ACTIVITIES TO PRINT OR PROJECT:

- Tom Sawyer: Static or Dynamic?*
- Close-Reading and Critical-Thinking Questions*
- Video-Discussion Questions*
- Vocabulary
- Quiz (modeled on state and PARCC assessments)
- Identifying Literary Elements and Devices
- Contest Entry Form
- Core Skill Activity: Making Inferences

*Supports the lesson plan.

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Find all activity sheets and other support materials at www.scholastic.com/scope.

ARE THESE CHIPS TOO DELICIOUS? and A BLOODY HISTORY

An informational text about the modern flavor industry is paired with a second informational text, which reveals the surprisingly violent history of the early spice trade.

Teaching Objectives: to compare the modern flavor industry and the early spice trade; to form and support a claim about the flavor industry

Featured Skills: compare and contrast; vocabulary: shades of meaning

Other Key Skills: forming and supporting a claim, inference, author's craft, key ideas



Step-by-Step Lesson Plan

Preparing to Read

1 Brainstorm words for *delicious*. (3 minutes)
Project page 1 of our interactive **Themed Vocabulary** activity and have students brainstorm synonyms for *delicious*. Students can type their words into the text box on the PDF or write them with the whiteboard pen.

Reading the Articles

2 Read and discuss the articles as a class. (35 minutes) After reading both articles aloud as a class, discuss the close-reading and critical-thinking questions that follow. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

► Explain the headline “Are These Chips Too Delicious?” (inference/structure) *It asks whether food companies have gone too far in making their products irresistible; it refers to the fact that eating large quantities of unhealthy processed foods can lead to health problems.*

► What do you think the author is implying at the end of “Are These Chips Too Delicious?” How is this ending a response to the question “Isn’t it up to us to know when we’ve had enough?” (author’s craft) *She seems to be implying that it’s not up to us—that customers are powerless to resist foods that have been engineered to override the body’s “full” signal.*

► According to “A Bloody History,” why could a person make a lot of money selling spices? (key ideas) *In Europe, spices were in great demand, but they were not readily available. Hardly anyone knew where they came from. If someone wanted to buy spices, he or she would have to pay whatever the few people who were selling them were charging.*

CRITICAL-THINKING QUESTIONS

► Imagine you work for a food company, and you are in charge of developing a new kind of cookie. What factors do you need to consider? *You must consider the smell and texture of the cookie as well as its flavor—which should be something appealing. It would be wise to think about offering something*

new and interesting—maybe a flavor from another culture, or an unusual combination of flavors. You should also analyze human behavior regarding cookies—who buys them, why people eat them, where people eat them, etc.

► **Who do you think is responsible for Americans' habit of overeating?** *Answers will vary.*

4 Explore shades of meaning with the Themed Vocabulary activity. (15 minutes)

Project pages 2 and 3 of the activity. For each word listed, have a student read aloud the sentence in *Scope* in which it appears, as well as the definition and example sentence provided on the PDF. Then project page 4 and have students discuss the questions in groups. Afterward, click the PDF to reveal *our* answers. Do students agree with us? Discuss. Then project page 5 and have students compose super-short stories as directed on the PDF. Invite students to share their stories with the class.

Differentiated Performance Tasks

5 Our **Compare and Contrast** activity will help students prepare to respond to the writing prompt on page 19. Two versions of the activity are available, one with less scaffolding and one with more. Here are tasks for lower- and higher-level students.

Lower-level: Give students the more-scaffolded version of our **Compare and Contrast** activity. After they finish, have them respond to the prompt on page 19.

Higher-level: Give students the less-scaffolded version of our **Compare and Contrast** activity. After they finish, have them respond to the writing prompt on page 19, adding a third paragraph in which they respond to the following: The ancient Roman poet Titus Lucretius Carus wrote, "What is food to one is to others bitter poison." How does this apply to both "Are These Chips Too Delicious?" and "A Bloody History?"

Complexity Factors

See how these stories will challenge your students.

PURPOSE: multiple purposes: to inform readers about the modern flavor industry, to question the industry's ethics, and to explain the early spice trade

STRUCTURE: In "Are These Chips Too Delicious?" a chart provides additional information, and the structure is moderately complex and subtle. An annotation provides additional information in "A Bloody History."

LANGUAGE CONVENTIONALITY AND CLARITY:

many higher academic words (e.g., *drastic*, *interplay*, *lucrative*) and domain-specific terms (e.g., *chemical experimentation*, *substance*)

KNOWLEDGE DEMANDS: General knowledge of the brain's function is helpful for understanding "Are These Chips Too Delicious?" Some knowledge of geography, the history of European exploration, and the law of supply and demand is helpful for "A Bloody History."

LEXILES: "Are These Chips Too Delicious?": 1040; "A Bloody History": 1050

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

ACTIVITIES TO PRINT OR PROJECT:

- Themed Vocabulary: Words for *Delicious**
- Close-Reading and Critical-Thinking Questions*
- Compare and Contrast (two levels available)*
- Quiz
- Core Skill Activity: Summarizing
- Core Skill Activity: Text Evidence
- Contest Entry Form

*Supports the lesson plan.

ESSENTIAL QUESTIONS

- Who is responsible for our behavior?
- Have the issues we face changed over the ages?
- How can solving one problem lead to another?



Find all activity sheets and other support materials at www.scholastic.com/scope.

THE SPACE ROCK and SPACE ATTACK

A meteorite changes the lives of a struggling family in unexpected ways. We've paired this thought-provoking story by Roland Smith with an article about a real meteorite.

Teaching Objectives: to analyze the theme of “The Space Rock”; to compare how a meteorite is portrayed in a work of fiction and a work of nonfiction

Featured Skill: connecting fiction and nonfiction

Other Key Skills: theme, author's craft, text evidence, inference, text structures, domain-specific vocabulary, compare/contrast, forming a claim



Step-by-Step Lesson Plan

Fiction: “The Space Rock”

1 Prepare to read. (5 minutes)

Read and discuss the meaning of the Seneca quotation on page 21. (*Being happy with what you have makes you “rich”; desiring more makes you “poor.”*) Then ask a student to read the “As You Read” box on page 21.

2 Read the story. (45 minutes)

Break students into groups to read silently. Then have each group first discuss the margin notes and questions, and then write a margin question of their own, such as a question about a literary device or character, or an essential question.

Invite each group to share the margin question they wrote. Discuss it as a class.

Next, discuss the following **Close-Reading Questions**, which require students to go back the text. Then have students respond to the **Critical-Thinking Question** that appears at the top of the next page in their groups. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

► Which details at the beginning of the story show you that Karl's family is struggling? How does this struggle affect them? (inference) *Karl sees his mother cleaning cupboards, “which she always did when we had money troubles” (p. 21). He sees his father talking to his truck. Karl knows not to bother his parents when they are engaged in these activities. Financial stress has put them into a fragile emotional state.*

► Reread the passage on page 22 that begins “Lucky it didn't hit Karl.” Why does Karl's dad hug him? (inference) *He realizes that the meteorite could have killed Karl. He hugs his son out of a need to protect him, as if Karl were a child.*

► What effect does the author create at the end of the story by having Daddy count the rocks the way he does? (author's craft) *By having Karl's father pull the rocks out one at a time, the author creates suspense right to the very end, dragging out the verdict and keeping the reader glued to the story.*

CRITICAL-THINKING QUESTION

► What does Daddy mean when he says, “Getting what you need out of something is better than getting all that you can out of something”? Do you agree? *He means that it’s not admirable to take more than what you need. He also means that the meteorite solved the family’s financial problems, and they should be satisfied with that. Answers will vary.*

3 Explore theme. (15 minutes)

Explain that authors don’t come right out and tell readers the themes of their stories. Readers have to infer themes by finding ideas that come up again and again and hold stories together.

Distribute the activity sheet **Understanding Theme**. Have students work in groups to complete the first section, which requires them to match fables with their themes. Have students share their answers with the class, explaining why they chose the themes they did. Then have each group complete the section about “The Space Rock.” Discuss this section as a class. *One theme is “Being generous is better than being greedy.”*

Informational Text: “Space Attack”

4 Read the article. (30 minutes)

Read the article aloud as a class. Then discuss the **Close-Reading Questions** below, which require students to go back to the text, as well as the **Critical-Thinking Questions** on the next page. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

- **In the first section, how does the author create suspense?** (author’s craft) *The author writes in present tense, which makes the event seem more immediate. He also uses descriptive verbs like “zooming” and vivid figurative language like “BOOM! SMASH!” (onomatopoeia).*
- **Reread the paragraph on page 27 that begins “These rocks. . . .” What figurative language is**

Complexity Factors

See how these stories will challenge your students.

LEVELS OF MEANING/PURPOSE: inferences needed to understand characters and themes of “The Space Rock”; purpose of “Space Attack” is not explicitly stated

STRUCTURE: “The Space Rock” has a chronological structure; “Space Attack” has a more complex nonlinear structure, which includes compare/contrast, sequence, and cause/effect structures.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** colloquialisms, astronomy terms, higher academic vocabulary (e.g., *traipse, gawk, bombard*)

► **Figurative language:** onomatopoeia, simile, metaphor

KNOWLEDGE DEMANDS: astronomy, scales of the universe, how tourism affects local economies

LEXILE: “The Space Rock”: 710; “Space Attack”: 910

(Note: While the Lexile levels are somewhat low, the qualitative complexity factors and performance tasks are demanding.)

used? What is its effect? (author’s craft) *The author uses the simile “like bumper cars” to describe the way the space rocks move around, creating an image of the rocks moving haphazardly.*

► **Find an example in “The Space Rock” of the type of figurative language you identified in the previous question. Explain what it communicates.** (author’s craft) *On page 24, Smith writes that Sister’s eyes “lit up like sparklers on the Fourth of July.” This simile shows how excited Sister is by the idea of getting \$7 million.*

► **What is the purpose of the paragraph on page 27 that begins “Each day, Earth is bombarded by some 100 tons of debris”? (structure)** *It puts the Chelyabinsk meteorite into historical perspective and explains the potential devastation of a giant meteorite landing on Earth.*



Find all activity sheets and other support materials at www.scholastic.com/scope.

CRITICAL-THINKING QUESTIONS

► **What do you think the author's attitude is about the danger of space rocks? Explain why you think so.** *Justin O'Neill's attitude is that space rocks are not something to panic about. Though he describes the fireball with dramatic language and mentions the asteroid that may have led to the extinction of the dinosaurs, he puts everything in context. He says events like the Chelyabinsk fireball are rare (p. 27). Answers will vary.*

► **Do you think it's important to invest in an asteroid-detecting satellite like *Sentinel*? Students may say yes, it is important, because even though large meteorites rarely hit Earth, we have the technology to protect ourselves from them, so we should. If a giant meteorite were to strike Earth, it could be devastating. Answers will vary.**

Featured Skill Activity

5 Compare fiction and nonfiction. (15 minutes)

Break students into groups to complete the activity sheet **Comparing Two Texts**, which will prepare them to respond to the writing prompt on page 27. Students will compare how the authors portray meteorites, evaluate how realistic Roland Smith's description is, and more.

Differentiated Performance Tasks

6 You will find a writing prompt on page 27. Here are alternate tasks for lower- and higher-level students:

Lower-level: Write one paragraph explaining how the meteorites described in the “The Space Rock” and “Space Attack” are similar and different. Use text evidence to support your ideas.

Higher-level: Imagine you are Karl, the narrator of “The Space Rock.” Write an editorial for the *Rock Creek Gazette* explaining how you think the fireball will affect the residents of Chelyabinsk. Be sure to draw on your own (that is, Karl's) experiences and discuss how what happened in Russia is similar to and different from what happened in Rock Creek.

ESSENTIAL QUESTIONS

- How do humans control nature?
- Is generosity more important than wealth?
- What does it mean to be truly rich?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Stories that deal with financial struggles include:

- “The Gift of the Magi” by O. Henry
- *Hattie Big Sky* by Kirby Larson
- *Bud Not Buddy* by Christopher Paul Curtis

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

AUDIO: Listen to “Space Attack” read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Understanding Theme*
- Comparing Two Texts*
- Close-Reading and Critical-Thinking Questions*
- D-I-Y Vocabulary
- Quiz (modeled on state and PARCC assessments)
- Identifying Literary Elements and Devices
- Core Skills Activity: Central Ideas and Details
- Contest Entry Form

*Supports the lesson plan.

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GRAMMAR SPOTLIGHT: FRAGMENTS

Model, Practice, Reinforce

Start the year with a review of this key grammar concept using “Malala the Powerful” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

- 1) After students read “Malala the Powerful,” have them reread the section “A Crusade.” Ask: What grammar rule does the author break in the last line? (“Including the Taliban” is a fragment.)
- 2) Have students rewrite the fragment as a complete sentence. Invite students to share their sentences. (They should read the preceding paragraph so the class can hear how it flows.) Ask: How does changing the fragment to a full sentence affect the passage? (*It decreases the emphasis on the idea that the Taliban noticed Malala.*)
- 3) Explain that authors sometimes break grammar rules to create a certain effect, but this should be done sparingly and thoughtfully. What effect might the author



be trying to create here? (*She may be trying to create an ominous mood. The fragment makes the reader stop and think about what it means that the Taliban, too, know Malala's name.*)

- 4) Have students complete “The Lazy Editor” in groups. Then ask them to re-examine the last two paragraphs. Ask: What is the difference between these fragments and the fragment in “Malala the Powerful”? (*These fragments are confusing.*)
- 5) For extra reinforcement, hand out our **Fragment Fix** activity, available at Scope Online.

**NEXT ISSUE'S
SPOTLIGHT:**
quoting and
paraphrasing

NEW!

Scope Core Skills Program

For use with any scope and sequence

We know your students need to master certain basic skills to be successful in ELA. We also know it's not enough to cover these skills only at the start of the year. See how our new program will help you reinforce them all year long.

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ASSESS: Use our **Core Skills Activity Sheets** to evaluate your students' skill levels in the following areas: **making inferences, finding and using text evidence, analyzing tone and mood, finding central ideas and details, and summarizing.** For use with your September issue.

REINFORCE: Our popular **Read, Think, Explain** activity is a great way to reinforce skills and build nonfiction-reading independence throughout the year. Now offered on two levels for every nonfiction feature story.

REMEDiate: This winter, we will provide additional **Core Skills Activity Sheets** customized for new articles. Great for students who need additional practice with a particular skill.

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